

DOCUMENT RESUME

ED 453 869

JC 010 425

TITLE Employment Experience of NVCC Entering Students: Fall 1999.
INSTITUTION Northern Virginia Community Coll., Annandale. Office of Institutional Research.
REPORT NO NVCC-RR-05-01
PUB DATE 2001-05-00
NOTE 56p.
PUB TYPE Reports - Research (143)
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Adult Students; Community Colleges; *Education Work Relationship; Reentry Students; Student Behavior; Student Educational Objectives; Student Needs; Two Year College Students; Two Year Colleges
IDENTIFIERS *Northern Virginia Community College; Success Rates (College Students)

ABSTRACT

This report examines the work backgrounds of students entering Northern Virginia Community College (NVCC) in the fall of 1999. The report is based on results from the Entering Student Survey administered to students during the fall 1999 semester. The report presented in four sections: (1) the status, employment history, work schedules, income, and benefits of all survey respondents; (2) an analysis of status, employment history, work schedules, income, and benefits by age; (3) analyses by gender; and (4) analyses by race. Highlights include: (1) slightly more than 90% of the respondents were employed; (2) younger students were more likely to classify themselves as primarily students, while older students saw themselves as primarily employees; (3) approximately 51% of the respondents reported earning under \$20,000 per year, with 52% of them earning under \$10,000; (4) most of the students reported that they were not employed in the areas in which they would like to work; (5) only about 15% of respondents reported that they would like to advance in the field in which they were currently employed; (6) the largest percentage of respondents (45%) reported working weekdays between the hours of 8 a.m. and 5 p.m.; and (7) a high proportion of respondents (72%) reported that their employers do not pay for education/training expenses or expenses such as transportation or dependent care. (NB)

EMPLOYMENT EXPERIENCE OF NVCC ENTERING STUDENTS: FALL 1999

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Research Report No. 05-01

Office of Institutional Research
Northern Virginia Community College

May 2001

NORTHERN VIRGINIA COMMUNITY COLLEGE

OFFICE OF INSTITUTIONAL RESEARCH

The purpose of the Office of Institutional Research is to conduct analytical studies and provide information in support of institutional planning, policy formulation and decision making. In addition, the office provides leadership and support in research related activities to members of the NVCC community engaged in planning and evaluating the institution's success in accomplishing its mission.

ASSOCIATE DEAN FOR INSTITUTIONAL RESEARCH AND ANALYSIS

Dr. George E. Gabriel

STAFF MEMBERS

Julie Bettenberg

Margret Chang

Johan Dennett

Louise Herzfeld

Linda Hoffman

Nadezhda Osmanova

4001 Wakefield Chapel Road
Annandale, VA 22003-3796
(703) 323-3129
<http://www.nv.cc.va.us/oir>

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EMPLOYMENT EXPERIENCE OF NVCC ENTERING STUDENTS: FALL 1999

Abstract

The majority of community college students need to deal with employment and education at the same time. Given such a backdrop, understanding the employment experience of entering students becomes critical for planning and program development purposes. This report presents information on the employment background of fall 1999 entering students at Northern Virginia Community College (NVCC). The report is based upon results from the Entering Student Survey that was administered to students by the Office of Institutional Research (OIR) during the fall 1999 semester. The responses to the survey questions were also analyzed by the respondents' age, race, and gender. This report presents only the findings from the employment background section of the survey.

Results from the employment section of the survey showed that a majority of the respondents considered themselves primarily students, as opposed to employees. However, a large proportion of the respondents held jobs. The majority of the respondents (52%) were employed in their current job for less than one year and approximately one third of the respondents worked between 31 to 40 hours per week. The largest proportion of respondents (45%) worked during the weekdays (8:00 am – 5 pm). In addition, the majority of the respondents had an annual gross income of under \$10,000 and approximately three-fourths of the respondents did not receive any reimbursement from employers for education/training expenses. Analyses by age, gender, and race revealed some marked differences in employment circumstances among the different subgroups. Most notably, younger respondents were more likely to classify themselves as students and had lower annual income levels compared to older respondents.

A classification of the job titles given by respondents showed that a majority of the jobs that respondents held fell into four occupational categories. These job categories were sales and retail, office and administrative support, food service, and personal care. Most respondents aspired to jobs that did not appear to be related to their current field of employment.

The information gained about fall 1999 entering students' employment background will be helpful to NVCC in planning optimum times for offering classes and support services and in providing programs suited to students' needs and goals.

EMPLOYMENT EXPERIENCE OF NVCC ENTERING STUDENTS: FALL 1999

Executive Summary

Some key findings of the report are summarized below. Under each heading, findings from all of the respondents are presented first, followed by the findings analyzed by the respondents' age, gender, and race.

Self-Reported Status as Primarily Student or Employee

When asked whether they considered themselves to be primarily a student or an employee/worker/self-employed person, the majority of the survey respondents (62%) classified themselves as students.

- *By age:* Respondents 21 years of age or less were more likely to classify themselves primarily as students than were older respondents. Of those 21 years of age or less, nearly three-fourths (74%) reported their status to be primarily that of a student. In contrast, approximately one-fourth (28%) of those 30 years of age or older responded that they were primarily a student.
- *By gender:* The same proportion (62%) of both male and female respondents stated their status was primarily a student.
- *By race:* The majority of respondents in all racial groups classified themselves primarily as students. Asian students had the highest percentage (76%) of those who classified themselves as students.

Length of Employment at Current Job

The majority of fall 1999 entering students (52%) reported they had held their current job for less than one year.

- *By age:* Older students were more likely to have held their current job for more years, with respondents 30 years of age or older having the highest percentage of those employed over 10 years (21%).
- *By gender:* Approximately half of both female and male respondents had held their current job for less than one year.
- *By race:* Over half of the White, Asian, Hispanic, and "Other" respondents, and 39% of the Black respondents, had worked for less than one year. Black respondents were the highest percentage of those (8%) who had worked for more than ten years.

Work Schedules: Number of Hours Worked Per Week

The majority of the fall 1999 entering students reported working longer rather than shorter hours, with only 9% working 10 hours or less per week. Approximately 26% of the respondents reported working between 21 to 30 hours per week, and nearly half (46%) reported working 31 or more hours per week.

- *By age:* Respondents 30 years of age or more were more likely to work longer hours than students under 30 years of age. Fifty-two percent of the respondents worked 31 to 40 hours per week compared to 25% of the respondents 21 years of age or less.

- *By gender:* A higher proportion of female respondents (34%) than male respondents (27%) worked 31 to 40 hours per week. However, a higher proportion of male respondents (22%) than female (10%) worked between 41 and 50 hours per week.
- *By race:* Black respondents reported the highest percentage (47%) of those who worked 31 to 40 hours per week. Twenty-seven percent of the White, Hispanic, and "Other" respondents and 39% of the Asian respondents worked 31 to 40 hours per week.

Work Schedules: Days of Week/Time of Day

The largest percentage of respondents (45%) reported working weekdays between the hours of 8 a.m. and 5 p.m. A relatively small number of respondents reported working on weekends.

- *By age:* More students 22 years of age and older worked weekdays between 8 a.m. and 5 p.m. than younger students (21 years of age or less). Only 36% of the respondents 21 years of age or less worked weekdays compared with 57% of the respondents 22 to 29 years of age and 74% of the respondents 30 years of age or more.
- *By gender:* A greater proportion of the female respondents worked weekdays, with 50% of the females reporting a weekday schedule versus 38% of the male respondents.
- *By race:* The majority of Black respondents (51%) reported working weekdays, while less than 46% of the respondents in other racial groups stated they worked weekdays. Approximately one third of the White, Asian, and Hispanic respondents worked evenings.

Income

When asked to indicate their annual gross income, nearly 78% of the respondents had a gross income of less than \$20,000 annually. Of these, 52% reported a gross annual income of under \$10,000.

- *By age:* Older respondents reported larger annual incomes than younger respondents. Of the respondents' 21 years of age or less, 88% reported an income under \$10,000.
- *By gender:* Ninety percent of both male and female respondents reported a gross income below \$30,000 per year.
- *By race:* The highest percentage of respondents in all racial groups reported earning a gross annual income of less than \$10,000. Over 70% of the respondents earned a gross income that was less than \$20,000 annually.

Benefits

A high proportion of respondents (72%) reported that their employer does not pay for education/training expenses or expenses such as transportation or dependent care.

- *By age:* Eighty percent of the respondents 21 years of age or less reported receiving no education/training benefits compared with 63% of those age 22 to 29 and 50% of the respondents 30 years of age or more. Full tuition reimbursement was low for all age groups; more respondents older than 30 years of age had full reimbursement than did younger students.
- *By gender:* Over 70% of both male and female respondents did not receive any reimbursement for education or training expenses.
- *By race:* The vast majority of respondents in each of the racial groups did not receive any education/training benefits. Total tuition reimbursement or partial reimbursement

was a benefit received by 23% of the Black respondents, 13% of the Hispanic respondents, 11% of the White respondents, and 9% of the Asian respondents.

Job titles and Job Goals of Fall 1999 Entering Students

- Classification of the job titles reported by respondents showed that nearly two-thirds of the respondents held jobs in sales, office and administrative support, food service, and personal care/service occupations.
- A majority of the jobs that respondents said they would eventually like to do appeared to be in the computer, healthcare, and business fields of employment.
- In comparing respondents' job titles to their job goals, it appeared that most respondents aspired to jobs that were unrelated to the jobs that they currently held.

The information gained about the employment background of fall 1999 entering students will help NVCC determine optimum times for offering classes and in providing access to College services. In addition, it will increase the College's understanding of the time and financial resources that students have available to pursue an education. Finding out about students' current jobs gives NVCC insight into the kinds of work experience students bring to the classroom, and learning about their employment goals will help the College provide programs matched to those goals.

EMPLOYMENT EXPERIENCE OF NVCC ENTERING STUDENTS: FALL 1999

Introduction

This report presents information about the employment status and circumstances of students who entered Northern Virginia Community College (NVCC) in fall 1999. The report is based upon an analysis of data from the Entering Student Survey, which was designed to gather information about the educational, employment, and general background of fall 1999 entering students. The Office of Institutional Research (OIR) administered the survey to students during the fall 1999 semester.

In the employment background section of the Entering Student Survey, respondents were first asked whether they considered themselves to be primarily students or employees/workers/or self-employed persons.¹ For respondents who were employed, subsequent questions asked them to indicate how long they had been employed in their current job, how many hours per week they worked, what days of the week they worked, and what income and benefits they received. Responses to the questions were analyzed for the group as a whole, then by age, by gender, and by race. Additionally, in open-ended questions, respondents were asked to give the business or organization for whom they worked, their job title, and the job that they would eventually like to do.

This report is presented in four sections. Section I presents the status, employment history, work schedules, income, and benefits for all of the survey respondents. In addition, Section 1 provides a summary of the kinds of jobs respondents held and the jobs that respondents would eventually like to hold. Section II of the report presents analyses of status, employment history, work schedules, income, and benefits by the age of the respondents. In Section III, analyses by the respondents' gender are presented, followed by similar analyses by the race of the respondents in Section IV.

¹ The questions from the employment background section (Part IV) of the Entering Student Survey are included in Appendix B of this report.

Section I: Employment Background of Fall 1999 Entering Students

Section I presents information on fall 1999 entering students' self-reported status as students or employees, and, for those employed, their length of employment in their current job, their current work schedule, and their income and benefits. Section I also includes analyses of responses to open-ended questions in the employment section of the survey that gave students the opportunity to provide the name of their employer, their job title, and the job they eventually would like to do. Answers to these questions may give NVCC a general idea of the types of classes that could be of interest to new students.

Status, Employment History, and Work Schedules

Table 1 shows the number and proportion of respondents who classified themselves primarily as students or as employees. The majority of the respondents (62%) classified themselves as students. There may be many reasons for this factor. One such reason may be that many respondents may have come to NVCC not only to acquire job skills, but also to accumulate academic credit toward a two-year or four-year degree.

Table 1: Self-Reported Status of Respondents

Status	Responses	
	#	%
Student	505	61.9
Employee/worker/self-employed	311	38.1
Total	816	100.0

Table 2 shows the number and percentage of respondents who have held their current, primary jobs for different periods of time. The majority of the respondents (52%) have held their current primary job less than one year. This was followed by 29% of the respondents who have held their current jobs for 1 to 2 years, and 10% who have held their current jobs 3 to 4 years.

Table 2: Number of Years Respondents Have Held Their Current Primary Job

Years in Current Job	Respondents	
	#	%
Less than 1 year	411	51.6
1 - 2 years	229	28.7
3 - 4 years	81	10.2
5 - 10 years	45	5.6
More than 10 years	31	3.9
Total	797	100.0

When asked to indicate the number of hours per week they worked, large proportions of respondents reported working a substantial number of hours per week. As shown in Table 3, nearly three-fourths of the respondents (71%) reported working 21 hours or more per week, and nearly half (46%) of the respondents reported working 31 or more hours per week. Only 9% of the respondents worked less than 10 hours a week.

It appears to be a contradiction that most of the respondents regarded themselves as students, and not as employees although almost one half of the respondents worked more than 30 hours per week. This could be an indication that the respondents did not consider their current jobs as careers, but rather as temporary employment.

Table 3: Hours Per Week Worked by Respondents

Hours Worked Per Week	Respondents	
	#	%
0 hours	33	4.1
1 to 10 hours	37	4.6
11 to 20 hours	159	19.9
21 to 30 hours	204	25.6
31 to 40 hours	249	31.2
41 to 50 hours	115	14.4
Total	797	100.0

NVCC makes every effort to schedule classes at times convenient for students. It is therefore important for the College to find out what days of the week and what time of day would be convenient for students to attend classes. To find out, the fall 1999 Entering Student Survey asked respondents whether they typically worked weekdays, evenings, weekends, or other times. Table 4 shows the typical hours respondents reported working. Forty-five percent of the respondents worked weekdays between the hours of 8 a.m. and 5 p.m. Late afternoon and evening classes may be popular with these students. Approximately 30% of the respondents worked evenings, while only 12% worked on weekends. The relatively small number of students working on weekends might be a reason for the College to consider scheduling more weekend classes. It should be noted that typical hours that respondents worked varied widely depending on the age of the respondent (see Section 2).

Table 4: Typical Hours Worked by Respondents at Their Primary Job

Typical Hours Worked	Respondents	
	#	%
Weekdays (8 a.m. - 4 p.m. or 9 a.m. - 5 p.m.)	340	45.1
Evenings (second shift)	229	30.4
Weekends	87	11.5
Other	98	13.0
Total	754	100.0

Income and Benefits

For NVCC, students' income and benefits are of interest insofar as they give the College an idea of whether students have a reliable source of funding for their education. It should be noted that part of the gross income reported by respondents might have come from sources unrelated to their employment. Annual gross income figures included in this report are those reported before deductions.

Table 5 shows that over 75% of the respondents reported a gross income of less than \$20,000 annually. Of these respondents, 52% received an income of under \$10,000, while 26% received an income between \$10,000 and \$20,000 a year.

An additional 21% of the respondents reported annual income levels between \$20,000 and \$60,000 a year. Of these, 13% percent had an annual income level between \$20,000 and \$30,000, and 8% received between \$30,000 and \$60,000.

Since over half of the surveyed students reported an income of \$10,000 a year or less, one may infer that increasing their earning power is one of the priorities of the fall 1999 entering students attending NVCC.

Table 5: Annual Gross Income of Respondents

Annual Gross Income	Respondents	
	#	%
\$9,999 or less	372	51.7
\$10,000-\$19,999	186	25.9
\$20,000-\$29,999	90	12.5
\$30,000-\$39,999	37	5.1
\$40,000-\$49,999	15	2.1
\$50,000-\$59,999	8	1.1
\$60,000 or more	11	1.5
Total	719	100.0

A high proportion of the respondents (72%) reported that their employers do not pay for any education/training expenses (see Table 6). Only 13% of the respondents stated that they were compensated for either all or part of their tuition. Just under 5% of the respondents were compensated for books and materials. A total of about 5% of the respondents reported compensation for transportation and dependent care.

Table 6: Reimbursement by Employers for Educational Expenses

Benefits	Respondents	
	#	%
No education/training reimbursement	581	72.4
All of tuition	54	6.7
Part of tuition	51	6.4
Books and material	38	4.7
Transportation	23	2.9
Dependent care	15	1.9
Other	41	5.1
Total responses*	803	100.0

* Multiple responses were allowed.

Job Titles and Goals of Respondents

In addition to being asked about their status, duration of employment, work schedules, income, and benefits, fall 1999 entering students were asked the following open-ended survey questions: Who is your employer? What is your job title? What job would you eventually like to do? The job titles that respondents reported were categorized into different fields of employment. Table 7 shows the categories into which jobs were classified.²

As seen in Table 7, nearly two-thirds of the jobs reported by respondents fell into four broad occupational categories. The largest category included sales and related jobs, which were primarily in retail stores. The second largest category, office and administrative support jobs, included stock persons, receptionists, data entry operators, administrative assistants, secretaries, accounting clerks, tellers, postal workers, and others. Food service jobs, primarily in restaurants rather than institutions, were the third largest category. Jobs in the fourth largest category, personal care and services, included hair stylists, nannies, and other caretakers.

As can be seen in Table 7, the number of jobs in any of the categories other than the first four is relatively small. However, examining the additional categories gives a more complete picture of the different kinds of jobs students held, and thus the different kinds of work experience that students bring to the classroom. A complete list of respondents' job titles and employers is provided in Appendix A, where the variety of occupations reported by students can be studied in detail.

² Job titles were classified according to the U.S. Bureau of Labor Statistics' Standard Occupational Classification (SOC) system. The classification numbers/titles in Table 7 are major occupational groups used in the SOC system. The complete SOC hierarchical structure and occupational definitions are available at http://stats.bls.gov/soc/soc_home.htm, which was the source used for this report (accessed 12/30/00).

Table 7: Jobs Held by Respondents

Job Category	Respondents	
	#	%
Sales and Related Occupations	193	28.6
Office and Administrative Support Occupations	142	21.0
Food Preparation and Serving Related Occupations	74	10.9
Personal Care and Service Occupations	38	5.6
Education, Training, and Library Occupations	22	3.3
Protective Service Occupations	21	3.1
Military Specific Occupations*	18	2.7
Computer and Mathematical Occupations	17	2.5
Healthcare Practitioners and Technical Occupations	17	2.5
Arts, Design, Entertainment, Sports, and Media Occupations	15	2.2
Installation, Maintenance, and Repair Occupations	14	2.1
Transportation and Material Moving Occupations	13	1.9
Business and Financial Operations Occupations	12	1.8
Management Occupations	12	1.8
Building and Grounds Cleaning and Maintenance Occupations	8	1.2
Health Support Occupations	7	1.0
Construction and Extraction Occupations	7	1.0
Production Occupations	7	1.0
Other**	39	5.8
Total	676	100.0

* Includes job titles given by all respondents who listed the U.S. military as their employer.

**Includes job titles that did not fit into categories or that were mentioned less than five times.

Respondents were also asked about what job they would eventually like to do. Their answers were categorized into different fields of employment and are presented in Table 8. The largest percentage (21%) of respondents indicated an interest in computer or information technology jobs. Another 14% aspired to careers in healthcare, with nursing and psychology being the most frequently mentioned areas of interest. Slightly over 10% of the respondents indicated an interest in jobs in business, including accounting and banking, while teaching was indicated as a career interest by 7% of the respondents. Respondents mentioned jobs in many fields besides those shown in Table 8, including ones in the arts and media, law, engineering, social work, and the trades. A compilation of all of their responses is included in Appendix A.

Table 8: Jobs Respondents Would Like to Do

Job Category³	Respondents	
	#	%
Computer-related (all levels)	123	20.5
Healthcare (including mental health, vet medicine)	84	14.0
Business (including accounting, financial jobs)	63	10.5
Education	42	7.0
Office and administrative support	25	4.2
Law enforcement/corrections	24	4.0
Own business/self-employed	22	3.7
Management	14	2.3
Other	164	27.4
Don't know/undecided	38	6.4
Total	599	100.0

Most of the respondents indicated that the jobs they would like to have are not related to their current occupation. About 15% of the respondents, however, gave answers indicating that they would like to advance in their current field of employment, often indicating a desire to rise from a non-professional to a professional level. Whether related or unrelated to their current employment, a majority of the jobs that respondents would eventually like to have appeared to be in occupations or professions that require post-secondary education or training.

³ Job categories were based on occupations that appeared to be in related fields of employment. A complete list of the jobs respondents said they would eventually like to do can be found in Appendix A. Not all respondents listed an occupation that they would eventually like to do.

Section II: Employment Background of Fall 1999 Entering Students By Age

Section II presents responses to questions about the employment background of fall 1999 entering students analyzed by age. Information in the analyses includes respondents' self-reported status, employment history, work schedules, and income and benefits analyzed by age. The analyses frequently showed differences between respondents in different age groups.

Status, Employment History, and Work Schedules by Age

Younger respondents were more likely to classify themselves as students than were older respondents (see Table 9). Seventy-four percent of the respondents who were 21 years of age or less stated they were primarily students. In contrast, 43% of the respondents between 22 and 29 years of age stated that they were primarily students, and only 28% of the respondents who were 30 years of age or older reported their status as primarily students. Overall, 62% of the respondents classified themselves primarily as students.

Table 9: Self-Reported Status of Respondents, By Age

Status	Respondents							
	21 Years of Age or Less		22 – 29 Years of Age		30 Years of Age or More		Total	
	#	%	#	%	#	%	#	%
Student	420	74.3	45	42.5	40	27.6	505	61.9
Employee/worker/self-employed	145	25.7	61	57.5	105	72.4	311	38.1
Total responses	565	100.0	106	100.0	145	100.0	816	100.0

Table 10 presents the number of years that respondents have been employed in their current job, analyzed by age. Respondents 21 years of age or younger were most likely to have held their current job for less than 1 year (64%). The highest proportion of respondents between 22 to 29 years of age (44%) had held their current job 1 to 2 years. Respondents 30 years of age or older had the highest proportion of those who were employed over ten years (21%).

Table 10: Number of Years Respondents Have Held Their Current Primary Job, By Age

Years in Current Job	Respondents							
	21 Years of Age or Less		22 – 29 Years of Age		30 Years of Age or More		Total	
	#	%	#	%	#	%	#	%
Less than 1 year	352	63.7	30	27.3	29	21.6	411	51.6
1 - 2 years	146	26.4	48	43.6	35	26.1	229	28.7
3 - 4 years	44	8.0	18	16.4	19	14.2	81	10.2
5 - 10 years	8	1.5	14	12.7	23	17.2	45	5.6
More than 10 years	3	0.5	0	0.0	28	20.9	31	3.9
Total	553	100.0	110	100.0	134	100.0	797	100.0

As shown in Table 11, the number of hours that respondents worked per week increased with age. Of the respondents 21 years of age or less, 25% worked between 31 to 40 hours per week, compared to 35% of the respondents 22 to 29 years of age. Respondents 30 years of age or more reported working the longest hours: 52% worked 31 to 40 hours per week and another 25% worked 41 to 50 hours per week.

Table 11: Hours Per Week Worked by Respondents, By Age

Hours Worked Per Week	Respondents							
	21 Years of Age or Less		22 – 29 Years of Age		30 Years of Age or More		Total	
	#	%	#	%	#	%	#	%
0 hours	25	4.6	3	2.7	5	3.6	33	4.1
1 to 10 hours	32	5.9	3	2.7	2	1.4	37	4.6
11 to 20 hours	133	24.4	16	14.4	10	7.1	159	20.0
21 to 30 hours	174	31.9	15	13.5	15	10.7	204	25.6
31 to 40 hours	137	25.1	39	35.1	73	52.1	249	31.2
41 to 50 hours	45	8.2	35	31.5	35	25.0	115	14.4
Total	546	100.0	111	100.0	140	100.0	797	100.0

Table 12 presents, by age, the typical hours respondents worked at their primary job. Higher proportions of respondents 22 years of age or older worked weekdays than respondents 21 years of age or younger. Specifically, 36% of the respondents 21 years of age or less worked weekdays compared to 57% of the respondents 22 to 29 years of age and 74% of the respondents 30 years of age or more.

The opposite trend was observed for the evening shift. A much higher number of respondents 21 years of age or less worked the evening shift (186 students) than respondents over 21 years of age (43 students). Thirty-six percent of the respondents 21 years of age or less worked evenings, as opposed to 21% of the respondents 22 to 29 years of age and 17% of the respondents 30 years of age or more.

Table 12: Typical Hours Worked by Respondents at Their Primary Job, By Age

Typical Hours Worked	Respondents					
	21 Years of Age or Less		22 – 29 Years of Age		30 Years of Age or More	
	#	%	#	%	#	%
Weekdays (8 a.m. - 4 p.m. or 9 a.m. - 5 p.m.)	186	35.7	61	57.0	93	73.8
Evenings (second shift)	186	35.7	22	20.7	21	16.7
Weekends	73	14.0	9	8.4	5	3.9
Other	76	14.6	15	14.0	7	5.6
Total	521	100.0	107	100.0	126	100.0

Income and Benefits by Age

The distribution of students' income by age is presented in Table 13.⁴ According to Table 13, students' reported gross income increased with student age. The majority of respondents (88%) who reported an income under \$10,000 were 21 years of age or less. Approximately 68% of the respondents with a gross income between \$10,000 and \$20,000 were also 21 years of age or younger. In comparison, approximately 88% of the respondents 30 years of age or more reported an annual gross income between \$50,000 - \$59,999.

Almost the same number of respondents in each age group (approximately 30 students, representing over 32% of the respondents in each age group) reported a gross income between \$20,000 and \$30,000. Between 51% and 88% of the respondents in the \$30,000 to \$60,000 income bracket were 30 years of age or more.

Table 13: Annual Gross Income of Respondents, By Age

Annual Gross Income	Respondents							
	21 Years of Age or Less		22-29 Years of Age		30 Years of Age or More		Total	
	#	%	#	%	#	%	#	%
\$9,999 or less	327	87.9	29	7.8	16	4.3	372	51.7
\$10,000-\$19,999	126	67.7	30	16.1	30	16.1	186	25.9
\$20,000-\$29,999	29	32.2	30	33.3	31	34.5	90	12.5
\$30,000-\$39,999	8	21.6	10	27.0	19	51.4	37	5.2
\$40,000-\$49,999	1	6.7	3	20.0	11	73.3	15	2.1
\$50,000-\$59,999	1	12.5	0	0.0	7	87.5	8	1.1
\$60,000 or more	3	27.3	0	0.0	8	72.7	11	1.5

⁴ Part of the gross income reported by respondents might have come from sources unrelated to their employment. Annual gross income levels are those reported before deductions.

Table 14 presents reimbursement benefits by employers analyzed by the age of the respondents. A higher percentage of respondents 21 years of age or less reported that their employer did not pay for any education/training expenses compared to respondents over 21 years of age. Specifically, 80% of the respondents 21 years of age or less received no education benefits from their employer compared to 63% of the respondents who were 22 to 29 years of age and 50% of the respondents 30 years of age or more.

Full tuition reimbursement was generally low for all age groups. When awarded, respondents who were 30 years of age or more, most often reported these benefits. Specifically, 25% of the respondents 30 years of age or older, 5% of the respondents 22 to 29 years of age, and 2% of the respondents 21 years of age or less received full tuition reimbursement (see Table 14). Partial tuition reimbursement was also relatively low across all age groups. Respondents who were 22 to 29 years of age reported the highest percentage of partial tuition reimbursement (15%). Respondents who were 30 years of age or more reported the highest percentage of reimbursement for books and materials (13%) (see Table 14).

Table 14: Reimbursement by Employers for Educational Expenses, By Age *

Benefits	Respondents					
	21 Years of Age or Less		22 – 29 Years of Age		30 Years of Age or More	
	#	%	#	%	#	%
No education/training reimbursement	436	80.4	72	63.2	73	49.7
All of tuition	12	2.2	6	5.3	36	24.5
Part of tuition	25	4.6	17	14.9	9	6.1
Books and material	13	2.4	6	5.3	19	12.9
Transportation	17	3.1	3	2.6	3	2.0
Dependent care	12	2.2	3	2.6	0	0.0
Other	27	5.0	7	6.1	7	4.8
Total responses	542	100.0	114	100.0	147	100.0

* Multiple responses were allowed

Section III: Employment Background of Fall 1999 Entering Students by Gender

In Section III, responses to the questions about respondents' employment background are analyzed by gender. This information includes respondents' status as either primarily students or employees, employment history, and work schedules. Since work status and schedules affect students' ability to attend classes, it is important for the College to learn about possible differences between the work schedules of male and female students. Identifying differences enables the College to schedule classes at times equally convenient to both male and female students.

Status, Employment History, and Work Schedules by Gender

Table 15 shows that the same proportion of male and female respondents classified themselves primarily as students when asked, "Do you consider yourself to be primarily a student or an employee/worker/self-employed?" The responses to this question showed that slightly more than 60% of both male and female respondents considered themselves to be primarily students.

Table 15: Self-Reported Status of Respondents, By Gender

Status	Respondents					
	Male		Female		Total	
	#	%	#	%	#	%
Student	199	61.8	306	61.9	505	61.9
Employer/worker/self-employed	123	38.2	188	38.1	311	38.1
Total	322	100.0	494	100.0	816	100.0

Table 16 presents, by gender, the number of years respondents have held their current primary job. Approximately half of both male and female respondents reported having their jobs less than one year. A slightly higher percentage (31%) of male respondents had worked at their current job 1 to 2 years compared to female respondents (27%). Nearly 16% of both male and female respondents had worked at their job between three and ten years. The percentage of female respondents who had worked more than 10 years at their current job was almost twice as high as the percentage of male respondents.

Table 16: Number of Years Respondents Have Held Their Current Primary Job, By Gender

Years in Current Job	Respondents					
	Male		Female		Total	
	#	%	#	%	#	%
Less than 1 year	161	50.6	250	52.2	411	51.6
1 - 2 years	99	31.1	130	27.1	229	28.7
3 - 4 years	30	9.4	51	10.7	81	10.2
5 - 10 years	20	6.3	25	5.2	45	5.6
More than 10 years	8	2.5	23	4.8	31	3.9
Total	318	100.0	479	100.0	797	100.0

Table 17 shows that a higher proportion of female respondents (34%) worked between 31 and 40 hours per week than did male respondents (27%). However, a much higher proportion of male respondents worked 41 to 50 hours per week. Specifically, the percentage of male respondents who worked up to 50 hours per week was 22%, while the percentage of female respondents who worked up to 50 hours per week was under 10% (see Table 17).

Table 17: Hours Per Week Worked by Respondents, By Gender

Hours Worked Per Week	Respondents					
	Male		Female		Total	
	#	%	#	%	#	%
0 hours	16	5.0	17	3.6	33	4.1
1 to 10 hours	11	3.4	26	5.5	37	4.6
11 to 20 hours	53	16.6	106	22.2	159	20.0
21 to 30 hours	86	26.9	118	24.7	204	25.6
31 to 40 hours	85	26.6	164	34.4	249	31.3
41 to 50 hours	69	21.5	46	9.6	115	14.4
Total	320	100.0	477	100.0	797	100.0

As shown in Table 18, a greater proportion of female respondents reported working weekdays compared to male respondents (50% vs. 38% respectively). However, the proportion of male respondents working on weekends (16%) was twice as high as that of female respondents. The proportion of female respondents who worked evenings exceeded that of male respondents by slightly more than 2%.

Table 18: Typical Hours Worked by Respondents at Their Primary Job, By Gender

Typical Hours Worked	Respondents					
	Male		Female		Total	
	#	%	#	%	#	%
Weekdays	115	37.7	225	50.1	340	45.1
Evenings (second shift)	88	28.9	141	31.4	229	30.4
Weekends	50	16.4	37	8.3	87	11.5
Other	52	17.0	46	10.2	98	13.0
Total	305	100.0	449	100.0	754	100.0

Income and Benefits by Gender

This section shows the annual gross income levels for male and female respondents and the number of respondents who reported receiving various employer benefits. The data may help reveal whether gender-specific funding needs exist. If so, the College could seek to locate sources of funds specifically earmarked toward the disadvantaged gender.

Table 19 presents the gross annual income of respondents by gender.⁵ The majority of both male and female respondents (90%) reported annual gross income levels below \$30,000 per year. A higher percentage of female respondents (54%) than male respondents (49%) had an annual income of less than \$10,000. Nearly 4% more male respondents than female respondents earned between \$10,000 and \$20,000 annually. The respective percentages were 28% for male respondents and 24% for female respondents.

Approximately 10% of both male and female respondents reported an annual gross income over \$30,000. Six percent of female respondents and 4% of male respondents earned between \$30,000 and \$40,000 annually. Another 6% of male and 4% of female respondents earned \$40,000 or more a year.

Table 19: Annual Gross Income of Respondents, By Gender

Annual Gross Income	Respondents					
	Male		Female		Total	
	#	%	#	%	#	%
\$9,999 or less	144	48.8	228	53.8	372	51.7
\$10,000 to \$19,999	83	28.1	103	24.3	186	25.9
\$20,000 to \$29,999	39	13.2	51	12.0	90	12.5
\$30,000 to \$39,999	12	4.1	25	5.9	37	5.2
\$40,000 to \$49,999	7	2.4	8	1.9	15	2.1
\$50,000 to \$59,999	4	1.4	4	0.9	8	1.1
\$60,000 or more	6	2.0	5	1.2	11	1.5
Total	295	100.0	424	100.0	719	100.0

⁵ Part of the gross income reported by respondents might have come from sources unrelated to their employment. Annual gross income levels are those reported before deductions.

Reimbursement for tuition and various educational expenses by employers for both male and female respondents is presented in Table 20. Over 70% of both male and female respondents did not receive any reimbursement for education or training expenses. There was, however, a small percentage difference between male and female respondents who were reimbursed for all of their tuition. Eight percent of the female respondents versus 5% of the male respondents were compensated in full for tuition expenditures. The opposite was true for partial tuition reimbursement. Nine percent of the male respondents compared with 5% of the female respondents were compensated for part of their tuition. Reimbursement for books and materials was reported by 2% percent fewer male respondents than female respondents. An equal percentage of the male and female respondents (approximately 10%) were compensated for transportation, dependent care, and "other" expenses.

Table 20: Reimbursement by Employers for Educational Expenses, By Gender*

Benefits	Respondents					
	Male		Female		Total	
	#	%	#	%	#	%
No education/training reimbursement	225	72.6	356	72.2	581	72.4
All of tuition	15	4.8	39	7.9	54	6.7
Part of tuition	27	8.7	24	4.9	51	6.3
Books and material	11	3.5	27	5.5	38	4.7
Transportation	7	2.3	16	3.2	23	2.9
Dependent care	7	2.3	8	1.6	15	1.9
Other	18	5.8	23	4.7	41	5.1
Total	310	100.0	493	100.0	803	100.0

*Multiple responses were allowed.

Section IV: Employment Background of Fall 1999 Entering Students By Race

In Section IV, responses to questions about respondents' employment background are analyzed by race. It is important for the College to ascertain possible differences by race, as by other subgroups, because how often students work, the days that they work, and the time of day they work affects their ability to attend classes. Examining respondents' employment background by race helps the College schedule classes at times equally convenient to students of all races.

Status, Employment History, and Work Schedules by Race

The respondents' self-reported status, by race, is displayed in Table 21. With the exception of Black students, over 60% of the respondents considered themselves to be primarily a student. Fifty-two percent of the Black respondents considered themselves primarily students. In contrast, over 75% of the Asian respondents considered themselves primarily students.

Of all the races, Black respondents had the highest proportion of those who regarded themselves primarily to be an employee/worker/self-employed (48%) and Asian students had the lowest proportion (24%). At 39%, White students were the second highest proportion of respondents who classified themselves primarily as an employee/worker/self-employed person.

Table 21: Self-Reported Status of Respondents, By Race

Status	Respondents									
	White		Black		Asian		Hispanic		Other*	
	#	%	#	%	#	%	#	%	#	%
Student	258	60.7	65	51.6	68	76.4	73	62.4	41	69.5
Employee/Worker/Self-Employed	167	39.3	61	48.4	21	23.6	44	37.6	18	30.5
Total	425	100.0	126	100.0	89	100.0	117	100.0	59	100.0

* Native American students are included in the "Other" category due to a low number of responses.

Table 22 presents the respondents' length of employment in their current job, by race. Over half of the White, Asian, Hispanic, and "Other" respondents and 39% of the Black respondents had worked for less than one year. The second highest percentage of respondents had worked between 1 and 2 years. The percentages in this category ranged from 18% of the "Other" respondents to 34% of the Black respondents. Black respondents were the highest percentage of those who had worked for more than ten years (8%).

Table 22: Number of Years Respondents Have Held Their Current Primary Job, By Race

Years in Current Job	Respondents											
	White		Black		Asian		Hispanic		Other*		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
Less than 1 Year	225	54.4	50	39.1	45	55.6	60	50.9	31	55.3	411	51.6
1 –2 Years	116	28.0	43	33.6	26	32.1	34	28.8	10	17.9	229	28.7
3 – 4 Years	42	10.1	9	7.0	7	8.6	17	14.4	6	10.7	81	10.2
5 –10 Years	16	3.9	16	12.5	2	2.5	5	4.2	6	10.7	45	5.6
More than 10 Years	15	3.6	10	7.8	1	1.2	2	1.7	3	5.4	31	3.9
Total	414	100.0	128	100.0	81	100.0	118	100.0	56	100.0	797	100.0

* Native American students are included in the "Other" category due to a low number of responses.

Table 23 shows, by race, the hours worked by respondents. It can be seen that for White, Black, Asian, and "Other" respondents, there were a higher proportion of respondents who worked 20 or more hours per week than less than 20 hours per week. For these groups, the percentage of respondents peaked when the number of hours worked reached 31 to 40 hours per week. Forty-seven percent of the Black respondents, 39% of the Asian respondents and 27% of the White respondents worked between 31 and 40 hours per week. When the hours worked exceeded 40 hours per week, the percentages sharply declined for these same groups.

The largest proportion of Hispanic respondents worked between 21 to 30 hours per week (32%). Approximately 28% of the respondents who classified themselves as "Other" worked between 21-30 hours per week and an additional 28% worked between 31-40 hours per week.

Table 23: Hours Per Week Worked by Respondents, By Race

Hours Worked Per Week	Respondents											
	White		Black		Asian		Hispanic		Other*		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
0 hours	20	4.7	1	0.8	2	2.6	5	4.3	5	8.6	33	4.1
1-10 Hours	22	5.2	4	3.3	4	5.2	4	3.4	3	5.2	37	4.6
11-20 Hours	98	23.2	14	11.4	16	20.8	21	18.0	10	17.2	159	20.0
21-30 Hours	104	24.7	30	24.4	17	22.1	37	31.6	16	27.6	204	25.6
31-40 Hours	113	26.8	58	47.2	30	39.0	32	27.4	16	27.6	249	31.2
41-50 Hours	65	15.4	16	13.0	8	10.4	18	15.4	8	13.8	115	14.4
Total	422	100.0	123	100.0	77	100.0	117	100.0	58	100.0	797	100.0

* Native American students are included in the "Other" category due to a low number of responses.

As Table 24 indicates, the highest percentage of respondents of all races worked weekdays. The percentages for the different racial groups ranged from 37% for Asian respondents to 51% for Black respondents. Regardless of race, the second highest proportion of all respondents worked evenings. Approximately one third of the Hispanic, Asian, White, and Black respondents worked evenings. The remaining respondents, 32% or less of each group, worked on weekends or at other times.

Table 24: Typical Hours Worked by Respondents at Their Primary Job, By Race

Typical Hours Worked	Respondents											
	White		Black		Asian		Hispanic		Other*		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
Weekdays	179	45.7	62	51.2	29	37.2	48	44.0	22	40.7	340	45.1
Evenings (second shift)	119	30.4	33	27.3	26	33.3	36	33.0	15	27.8	229	30.4
Weekends	41	10.5	17	14.1	11	14.1	10	9.2	8	14.8	87	11.5
Other	53	13.5	9	7.4	12	15.4	15	13.8	9	16.7	98	13.0
Total	392	100.0	121	100.0	78	100.0	109	100.0	54	100.0	754	100.0

* Native American students are included in the "Other" category due to a low number of responses.

Income and Benefits by Race

The following information presents an analysis, by race, of responses to questions about students' gross annual income and any employer benefits they might have received in support of their efforts to attend college. One of the purposes of the analysis is to help determine whether any specific funding needs might exist among the different racial groups. Should that be the case, the College could seek out funding sources earmarked for disadvantaged students.

Table 25 presents, by race, a breakdown of respondents' annual gross income.⁶ The greatest proportion of respondents of all races earned a gross annual income of less than \$10,000. Specifically, 58% of the Asian respondents, 57% of the "Other" respondents, 53% of the White respondents, 52% of the Hispanic respondents, and 40% of the Black respondents earned under \$10,000 annually. The second largest group of respondents, between 24% and 31%, earned a gross income between \$10,000 and \$20,000 annually. Regardless of race, as annual gross income levels increased the proportion of respondents decreased.

⁶ Part of the gross income reported by respondents might have come from sources unrelated to their employment. Annual gross income levels are those reported before deductions.

Table 25: Annual Gross Income Respondents, By Race

Annual Gross Income	Respondents											
	White		Black		Asian		Hispanic		Other*		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
\$9,999 or less	198	53.2	45	40.2	44	57.9	53	51.5	32	57.1	372	51.7
\$10,000-\$19,999	89	23.9	35	31.3	20	26.3	28	27.2	14	25.0	186	25.9
\$20,000-\$29,999	46	12.4	16	14.3	8	10.6	14	13.6	6	10.7	90	12.5
\$30,000-\$39,999	21	5.7	7	6.3	2	2.6	5	4.8	2	3.6	37	5.2
\$40,000-\$49,999	6	1.6	5	4.5	0	0.0	2	1.9	2	3.6	15	2.1
\$50,000-\$59,999	6	1.6	2	1.7	0	0.0	0	0.0	0	0.0	8	1.1
\$60,000 or more	6	1.6	2	1.7	2	2.6	1	1.0	0	0.0	11	1.5
Total	372	100.0	112	100.0	76	100.0	103	100.0	56	100.0	719	100.0

* Native American students are included in the "Other" category due to a low number of responses.

Table 26 displays, by race, the benefits received by survey respondents. The vast majority of the respondents did not receive any education/training benefits. Approximately 75% of the White and Asian respondents, 74% of the "Other" respondents, and 62% of the Black respondents did not receive any compensation for education or training from their employer. Total tuition reimbursement or partial reimbursement was a benefit received by 23% of the Black respondents, 13% of the Hispanic respondents, 11% of the White respondents, and 9% of the Asian respondents.

Table 26: Reimbursement by Employers for Educational Expenses, By Race*

Benefits	Respondents											
	White		Black		Asian		Hispanic		Other**		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
No education/training reimbursement	312	75.9	82	61.7	60	75.0	84	69.4	43	74.2	581	72.4
All of Tuition	23	5.6	19	14.3	1	1.3	7	5.8	4	6.9	54	6.7
Part of Tuition	23	5.6	11	8.3	6	7.5	9	7.4	2	3.4	51	6.4
Books and materials	15	3.6	9	6.8	5	6.3	6	5.0	3	5.2	38	4.7
Transportation	10	2.4	4	3.0	2	2.5	5	4.1	2	3.4	23	2.9
Dependent Care	7	1.7	1	0.8	1	1.3	5	4.1	1	1.7	15	1.9
Other	21	5.1	7	5.3	5	6.3	5	4.1	3	5.2	41	5.1
Total	411	100.0	133	100.0	80	100.0	121	100.0	58	100.0	803	100.0

* Multiple responses were allowed

** Native American students are included in the "Other" category due to a low number of responses.

Summary

While a majority (62%) of fall 1999 entering students considered themselves to be primarily students, as opposed to employees, slightly more than 90% of the respondents were employed. The number of hours respondents' worked varied widely, as did how long they had held their current job, when they worked, and the income and benefits they received. The jobs that respondents held and the jobs they said that they would eventually like to do also varied. Among the major findings of the study were the following:

- Older respondents were more apt to report their status as primarily employees than were students 21 years of age or less. For example, nearly three-fourths of the respondents 30 years of age or more considered themselves to be primarily employees rather than students, while only about one-fourth of the respondents 21 years of age or less said they were primarily employees. Older respondents also worked longer hours, and more of them worked weekdays between 8 a.m. and 5 p.m. than did younger students. They had larger incomes, earned more benefits than younger students, and had held their current job for longer periods of time.
- About the same proportion (62%) of both men and women reported their status as primarily students rather than employees. In terms of number of hours per week worked, some differences emerged. More women than men worked between 31 and 40 hours per week while more men worked 41 to 50 hours per week. Income and benefits also differed to some extent. A higher percentage of female respondents had an annual income of less than \$10,000. Other differences in income levels were shown, and some small differences in benefits received by male and female students were also seen.
- Among racial groups, a majority of respondents in all groups classified themselves primarily as students. Asian respondents had the highest percentage (76%) of those who said they were primarily students. In terms of work schedules, Black respondents reported the highest percentage (47%) of those working between 31 to 40 hours per week, and also the highest percentage (51%) of those working weekdays (as opposed to evenings or weekends). Over 70% of the respondents in all racial groups earned a gross income that was less than \$20,000 annually. A majority in all groups reported receiving no education/training benefits from their employers.
- The primary jobs that respondents held showed that a majority fell into four categories: sales and retail, office and administrative support, food service, and personal care/service occupations. The highest percentages of jobs that respondents said they would eventually like to have were computer-related, healthcare, and business occupations. Most of the jobs that respondents said they would eventually like to do did not appear to be related to the jobs that they currently held.

Examining the employment background of fall 1999 entering students gave insight into the extent to which students were balancing school and work, how long they had held their current jobs, what hours they worked, and the income and benefits they received. In addition, information was gained about the kinds of jobs students currently held and

the kinds of jobs that they would like to hold in the future. The information will be helpful to NVCC in planning optimum times for offering classes and services and in developing programs suited to the needs and goals of NVCC students.

APPENDIX A:

EMPLOYERS, JOB TITLES, AND EMPLOYMENT GOALS OF FALL 1999 ENTERING STUDENTS

Appendix A: Employers, Job Titles, and Employment Goals of Fall 1999 Entering Students

Employer ⁷	Job Title	Employment Goal
MCI WorldCom	Account Manager	Computer, software, information systems
Restaurant	Regional Delivering Manager	Regional restaurant manager
xx Factory Outlet	Sales Associate	Pediatrics
U.S. Navy	Superintendent	Information systems manager
	Sales Associate	Computer specialist
xx Health Organization	Secretary	Computer design
Dental practice	Dental Hygienist	Dentistry
Best Buy	Sales	Programmer
Circuit City	ACE- Sales Person	Manage Circuit City information system
Self-employed	Real Estate	Undecided
xx Hallmark	Sales Associate	Psychiatrist
Michael's	Cashier	Business
xx Company	Office Clerk	Programming/computer science
xx Agency	Intern and Free Lancer	Graphic designer
xx Corporation	Associate Support Engineer	MIS
xx Hospitality Services	Cashier	Work for a corporation
Fairfax County Public Schools	Health Assistant	Technology specialist
Saturn xx	Receptionist	Biomedical researcher
Crestar Bank	Teller	Accounting
Cardiac Care	Medical Records Clerk	Pharmacy
Bank	Teller	Branch manager/loan officer
xx Medical Services	LPN	Health worker
Service Merchandise and Lady Foot Locker	Sales Associate	
xx Hotel	Housekeeping Assistant Manager	Executive secretary
xx Supply Service	Inventory Management Specialist	Contract specialist
Britches of Georgetown	Sales	Editor
Giant Food People	Cashier	To work in pharmacy
xx	Asst. Manager Collector	Business manager
xx Company	Clerk	Computer programmer
Lechter's Housewares	Cashier	Undecided
xx Radiology	Student Intern	Make more money

⁷ To ensure confidentiality, the names of some employers were edited or removed.

Appendix A: Employers, Job Titles, and Employment Goals of Fall 1999 Entering Students

Employer	Job Title	Employment Goal
xx Church	Receptionist	Church ministry
Home Depot	Floor Representative	Consulting
Children's World Learning Center	Assistant Teacher	Undecided
My father	Carpenter's helper	Computer network
Plaza	Cashier	Make-up artist
	Babysitter	Physical therapy
Law Office of xx	Receptionist	I like the job I'm doing
D.C. Dept of Collections	Material handling technician	HVAC technician
Chili's	Server/Hostess	Undecided
Gap Inc., and xx County Network	Sales Associate and Video Tech. Assistant	Film director/make-up artist/special effects make-up
Eddie Bauer	Stocker	Computer designing, web pages
Newspaper	Reporter/Contributor/Production	Write for magazine of some kind
The Big Easy	Busboy	Aerospace engineer
Pool and fitness club	Office secretary	Lawyer
Bennigans/ Kaiser Permanente	Waiter/ receptionist	Nurse
	Receptionist/Shampoo Assistant	Psychologist or sociologist
INOVA Alexandria Hospital	PCT (Patient Care Technician)	RN
Hess Service Station	Cashier	Psychologist (adolescent)
Blockbuster and Best Buy	CSR and Sales Person	FBI
xx Corporation	CAD Operator	IST
Children's World	Asst. Teacher	
AMFBowling Lanes	Counter Staff	RN
XX Cinemas	Supervisor	Police officer
Pier I Imports	Sales	Interior designer
xx Therapeutic Center	Medical Receptionist	Business admin/accounting
Dept. of Navy	Management Analyst	To own my business
Business	Legal Secretary	Astronomer
Professional firm	Support Staff	Computer network
xx Network/Health organization	Assistant	Teacher/child care giver
Lexus	Clerical Assistant	Teacher
Outback Steakhouse	Hostess	Fashion merchandiser/stylist
Best Buy	Operations	Undecided

Appendix A: Employers, Job Titles, and Employment Goals of Fall 1999 Entering Students

Employer	Job Title	Employment Goal
Borders Books and Music	Store Merchandiser	Writer
Fairfax Fire	Fire fighter	Shift leader
Retail store	Assistant Manager	not certain, maybe chemist
Federal Government	Admin. Assistant	Administrative officer
xx Kennels	Kennel Assistant	
Bagel shop	Server/Make the food	Nursing
Restaurant	Line Cook	Chef
General Services Administration	Contract Specialist	Social worker at hospital
Saturn xx	Receptionist	Computer scientist
Business	Sales and customer Service	Physical therapy
Hechinger	Cashier	Travel industry
Financial firm	Accounting Assistant II	Nurse practitioner in ER medicine
xx Bakery	Clerk	in the business field
NVCC	Warehouse Worker	AIT
Auto company	Detailer	Engineering
Minnieland Private Day School	Preschool Teacher	Preschool teacher
US Air Force	Inventory Management Specialist	Veterinarian
Private employer	Nanny	Undecided
		Paid medic for PWC
NVCC Library	Library Aide	Physical therapist
VSMC	Sergeant of Marines	Juvenile corrections
Safeway	Cashier	Related to computers
DMV	Generalist Sr. Examiner	Law enforcement
US Navy	Administrative Assistant	English teacher
McDonald's Restaurant	Cashier	Cashier
xx Center	Stage Manager	Union technician
IHOP	Server	Computer programmer
Best Buy	Sales Supervisor	Secret Service
Company	Data Entry clerk	
xx	Baby sitter	Take care of old people
Linens and Things	Retail sales person	Fashion editor, photographer
Restaurant	Server	Nurse or juvenile corrections worker
Navy	Seaman Recruit	
Restaurant	Area Manager	General partner/investment group
Washington Convention Center	Waitress	Waitress
Giant Food	Pharmacy Technician	Police officer

Appendix A: Employers, Job Titles, and Employment Goals of Fall 1999 Entering Students

Employer	Job Title	Employment Goal
Wal Mart	Customer Service Manager	Computer job
Montgomery Wards	Sales Associate	
Tyson Dental Association	Dental Assistant	Nurse
Dept Store	Sales Associate/Cashier	Undecided
Business	Mechanic Assistant	Assembly
xx Gym Aerobics	Receptionist	Physical therapy
NVCC Bookstore	Sales Associate	Work with computers
Federal government agency	Legal Examiner	Nursing
Clothing store	Stock/Sales Associate	Jewelry designer
La Petite Academy	Assistant Teacher	
Carrabas	Server	Economic advisor
Perry City	Sales associate	
USMC	Fiscal Budget Tech.	CPA
Fresh Fields	Grocery Stocker	Computer programmer
US Navy	Management Analyst	Present job
US Navy	Information Technician	Information systems
Super Crown Books	Assistant Manager	Pediatrics (neonatology)
Koons of xx	Accounts Payable	Undecided
Pizza Hut	Pizza Delivery	Computer programmer
Auto sales company	Inventory Associate Lead	Computer science
xx Fitness club	Receptionist	Fashion manager
	Hostess/Waitress	Web designing
Romano's Macaroni Grill	Server	Teacher (middle school/high school)
Goodwin House Inc.	Nursing Assistant	Culinary art
Baskin Robbins	Assistant Manager	Landscape architect
xx	Cashier	Computer
System Planning Corporation	Program Assist.	
Company	Documentation Specialist	Engineer
xx Salon and Day Spa	Receptionist	Business/administration
Circuit City	Salesman	Computer business management
Burger King	Crew Leader	Administrative assistant
Sunrise of xx	Care Manager	
US Marine Corps	Sergeant Fire Direction Control Man	Facilities maintenance supervisor
Uptons	Customer Service	Architect
Red Robin Restaurant	Waitress	Preschool director
Business	Cashier	Computer
Business	Carpenter	Air conditioning
College Cafeteria	Cashier	Travel agent
xx Management Co.	Lead Engineer	Director of engineering
Business Restaurant	Kitchen helper	

Appendix A: Employers, Job Titles, and Employment Goals of Fall 1999 Entering Students

Employer	Job Title	Employment Goal
xx	Warehouse	Work in theater
McDonald's	Shift Manager	
Red Lobster	Server	Federal law enforcement agent
Department of State	File Clerk	Elementary school teacher
Supervisor (County)	Administrative Aide	Work with kids in criminal psychology
PTO Contractor	Processing Clerk	Accounting
The Limited Co.	Sales Associate	Translator
Kohls Dept. Store/Uptons Dept. Store	Sales Associate	Undecided
xx Associates	Project Specialist II	Housewife
Jerry's Subs and Pizza	Shift Manager	Pharmacist
James Fagan Inc.	Waitress	International business sector
Best Buy	Product Specialist	Business management
Embassy of xx	Accountant	Computer job
Structure	Sales Associate	
Restaurant	Cook	Chef
CVS Pharmacy	Pharmacy Tech, and one hour photo	Nurse
Business	Customer Service	Internet
Marine Corp exchange	Return Order clerk	Accounting
Dominion Pet Center	Cleaning animal cages, restocking shelves, and helping customers.	not sure
Doctor	Receptionist	Nurse
xx Jeep Inc.	Receptionist	
Brothers Encore	Waitress	
	A/R Manager	CPA
Doctor	Office Manager	Social work/business
	Vehicle Inspector	
Education association	Executive Assistant	Management
Arlington County	School Counselor	Department counselor
Transportation company/National Airport	Traffic Controller	Be a manager at my present job
GNC	Sales Associate	Physical therapy
Brown Shoe Co.	Sales Associate	Language teacher
Banana Republic	Brand Rep	Psychology or MD
Longstar Restaurant	Server	Nurse
NVCC	Program Support Technician	Computer programmer
AAA Courier	Office Manager	IMS
Sunrise at xx	Concierge	Education, psychologist or physical therapist
CIA	Admin Assistant	Human resource office
Service Merchandise	Floor General	Accountant
Minnieland Daycare center	Teacher's Assistant	Research in human sciences

Appendix A: Employers, Job Titles, and Employment Goals of Fall 1999 Entering Students

Employer	Job Title	Employment Goal
Hecht's Company	Beauty Advisor/Estee Lauder	Work in a laboratory
Tourmobile Sightseeing	Narrator/Assistant Dispatcher	Teacher
xx Tech. Research Corp	Program Analyst	Senior analyst/ computer
Michael's Arts and Crafts	Sales Associate	Freelance art, live music
US Marine Corps	Sgt. Chief Dispatcher	Own a business
Sutton Place Gourmet	Cashier	Cashier
	Cashier	Bank teller
Heating and Air Conditioning	Service Inspector	Air conditioning and heating technician
Macaroni Grill	Hostess	Web page design
Trader Joe's	Cashier/Stock Woman	Undecided
Wards	Business Office Manager	Accounts payable manager
Koons Automotive Co.	Groundskeeper	Financial area
Georgetown University	Researcher	Undecided
Federal Government	Secretary	Accounting/budget
xx Enterprises Inc.	Roadman	Construction inspector
xx Deli	Manager	
Montessori School	Teacher's Aide	Police officer
General Services Administration	Contract Specialist	
Godiva	Salesperson	Office job (with computer)
xx consultants	Receptionist	
Crown Ford Sales	Mechanic	Technician
State Farm Insurance	Office Assistant	Elementary school teacher
Swatch	Sales Person	Manager of my own business
Restaurant	Cook	Work at store helping people
Private Business	Instructor	Self-employed
USMC	Motor Transport Operator	Manage a business
Business	CAD Supervisor	Sale
xx Church	Care Provider	Music producer
Argenbright Security Inc	Security officer	
J Crew	Visual Merchandiser	Unknown
US Navy	Administrative Assistant	Clinical social work or nursing
Olive Garden	Associate	Electronic/computer engineer
Hallmark store	Sales Associate	Accountant, CPA
Dentist	Dental Assistant	Dental hygiene
GSA	Contract Specialist	
Target Inc.	Sales Team	Graphic designer
xx Contract Firm	Mail clerk	Something to do with computers
Papa John Pizza Inc.	Driver	
J.C. Penney and Marshals	Sales Associate	Banking, computer work
Child Development Center	Teacher Aide	Uncertain
Champs Americana	Waiter	PE teacher

Appendix A: Employers, Job Titles, and Employment Goals of Fall 1999 Entering Students

Employer	Job Title	Employment Goal
Zany Brainy	Sales Associate	Working for business corporation
The Gap	Sales Clerk	
Deli South	Worker	Hotel or restaurant management
Restaurant	Waiter	Physical therapist
Radio Shack	Customer Service Rep.	Graphic design
Blockbuster	CSR	
xx Land Development	Truck Driver	Business administration –teaching
xx Toyota	Partner	
Circuit City; BMW of xx	CD Sales; Showroom Maintenance	MIS
xx	Farm Manager	Special effects
Home Improvement	Dispatcher	FBI
Roy Rogers	Manager	Accountant
Giant	Service Clerk	Not sure
xx Midas	Counter	Entrepreneur
Pool Management Company	Lifeguard	Flight attendant
QMT associates	Shipping	Office skills
CVS Pharmacy	Cashier	Bank teller
Litton-PRC	Human Resource Assistant	Teaching high school chorus
	Saleswoman and Clerk	Own a business
ABC Apartment Movers	Mover	Child psychologist
Chili's Restaurant	Hostess	Management
PricewaterhouseCoopers	Financial Assistant	Undecided
USATREX Int., Inc	Security	Police officer
xx Recreation center	Lifeguard	Dentist
	Nanny	Children's psychologist
Giant	Cashier	Medical doctor to treat children with cancer
Saturday Matinee	Senior Sales Associate	Computer animation
Pier I Imports	Stockman	Programmer and security in networking
Town of Leesburg	Assistant Preschool Teacher	Speech therapist
Country Cookin'	Server/Host	Computer programmer
xx Club	Receptionist	
CBSI	Computer Tech	Computer business
xx Retirement Home	Manager	Manager
xx	Assistant Auditor	CPA
xx Display	Data Entry Processor	Government agent
xx Associates	Web Page Designer/Data Entry	Computer scientist
Business	Manager	
Macaroni Grill	Hostess	
UPS	Loader	Scientist

Appendix A: Employers, Job Titles, and Employment Goals of Fall 1999 Entering Students

Employer	Job Title	Employment Goal
Business	Asst. Manager/Fast Food Store	Bank or office
xx Building Industry Assoc.	Director of Publications Ad Sales	
		Medical health professional
xx Chevron	Auto Technician	VA safety and emissions inspector
xx Association	Marketing Assistant/Editorial Assistant	
Van Management (McDonald's Franchise)	Service Technician	
U.S.P.S.	Electronic Technician	Systems administrator
Montessori School	Assistant Teacher	Psychologist
SAIC	Admin. Asst.	Writing
Starbucks Coffee Company		
xx Head Start/xx School/ xx Bank	Teacher/Assistant Teacher/Custodian	To be a first rate teacher of children
Fairfax County Public Schools	Technical Clerk	Psychologist
In-home health services	Nursing assistant	Computer programming
Hechinger	Leader/Cashier	Manage a team of programmers
Target	Cashier	Networking engineer
Petsmart	Lead Cashier	Elementary teacher
General Services Administration	Contract specialist	Financial specialist
United Airlines	Baggage Systems Operator	Own a photography business
T.G.I. Fridays	Barback/Waiter	Social studies teacher for high school students
xx Association	Executive director's assistant	
Mail Boxes Etc	Senior sales associate	Foreign service affairs
Business	Cashier	Computer
Home Daycare		Be a teacher
Business	Sales clerk	Computer
CPWR corp.	Counter help	Information systems
KSI Services Inc.	Administrative Assistant	Undecided
Restaurant	Cook	Secretary
Costco	Cashier	Web page designer
Costco Wholesale	Cashier	Bike patrol officer
Kohl's	Sales Associate	Marine biology
xx Pizzeria	Waitress	Teacher (elementary or high school)
xx Lighting company	Foreman	
xx Police Dept.	Emergency Communication Technician	Law enforcement

Appendix A: Employers, Job Titles, and Employment Goals of Fall 1999 Entering Students

Employer	Job Title	Employment Goal
Nanny	Nanny	Provide housing for children at risk
Friends and Company	Computer	Secret service
MCI Worldcom	Sales Rep	Office
xx	Pharmacy Technician	
Loudoun County	Firefighter/EMT	Prison investigator/fire marshal
xx Sports Unltd.	Usher	Graphic artist
xx Equity office	Maintenance Technician	Chief engineer
Hyatt xx Regency	Hostess/Greeter	Not sure
xx Church	Secretary	Be a mom!
xx Public Safety Dept.	Public Safety Record Clerk	Undecided
Prince William Transportation	Bus Attendant	
Marriott Fairview Park	Hostess	
Hair Cuttery	Stylist	
Best Buy	Video Specialist	Computer programmer
Post Office	Mail processor	
First Union Bank/ Banana Republic	Teller/ Sales Associate	
Victoria's Secret	Sales Associate	History teacher
xx Flowers	Receptionist	Graphic design
One Valley Bank	Retail Banking Associate	Customer service representative
General Services Administration	Contract Specialist	Certified contract specialist
Cardinal Bank	Teller	Unsure
Marine Corps Exchange	Assistant Supervisor	Self employed
Business	Receptionist/Secretary	Computer programmer
xx	Key Holder	
xx Stores	Sales Clerk	Ambassador's aide
Southern Financial	Teller	Work with computers
Fitness club	Front Desk/Day Care	Teacher
Bath and Body Works	Sales Rep./Cashier	Fashion designer/marketer
Food Lion	Cashier	Undecided
Tyson's Mall	Counter Help	Corrections
xx Food Market	XX Trainer	Computer repair technician and computer programmer
General Services Administration	Contracts Specialist	
Ft. Belvoir Commissary	Bagger	Police officer
KMG	Telephone Interviewer	Criminal psychology
	Assistant Developer	Self employed
		Medicine
US Army	Soldier E-3	Undecided
xx Pools	Lifeguard	Business
NVCC	Student Hire	Teacher

Appendix A: Employers, Job Titles, and Employment Goals of Fall 1999 Entering Students

Employer	Job Title	Employment Goal
Woodbine Nursing Home	Certified Nursing Assistant (CNA)	Registered nurse
Comfortech	Heating/AC Tech.	HVAC technician
US Army Crime Record Center	Criminal Investigations Clerk	
Red Lobster	Waiter	Computer technician/programmer
United Airlines	Ram Service	
xx Service Group	Computer contractor	Own my business
Potomac Theater Studio	Intern	Professional theater
Minnieland	Infant Teacher	Child psychologist
McDonald's	Manager	Administer a business
County Treasurer Office	Accountant Clerk II	Not sure
The xx School	Adult on Duty	Work in the court system
Polo Factory Store	Sales Associate	Teacher of elementary school
xx Engineers Inc.	A/P & A/R Clerk	Business related – undecided
xx Publishing Co.	Data Support Specialist	Self employment
xx County Park Authority	Data Tech.	
Fairfax County Public Schools	Physical Health Training Attendant	Teacher
Private School	Substitute Teacher	Become a teacher
US Air Force	Communications	Undecided
Costco Wholesaler	Vault Clerk	Teacher
xx	Office Automation/Travel	Entrepreneur, CEO, stock broker
US Army Corps of Engineers	Clerical Assistant	Law enforcement
Dollar Tree Stores	Customer Service Specialist	Develop systems
xx Records	Artist	Recording CDs and performing on stage
xx Corporation	Floater	Elementary school
xx (Hair Salon)	Color Director	Graphic designer
Sales Retail Victoria's Secret	Sales Associate	Physical therapist/athletic trainer
Fairfax County	Skate Guard	Undecided
xx County Police	Police Officer II Patrolman	Current employment
xx Veterinary Clinic	Kennel Assistant	Zoo keeper for big cats
xx Companies	Counter help	
Green Spring Village, Retirement Campus	Security guard	Law enforcement
Private Doctor	Optician	Optician
Wal-Mart	Cashier	Work in a hospital as a nurse
	Day Care Provider	Counselor
xx Bar and Grill	Waitress	Photographer
Servus Financial Corp	Jr. Client Administrator	System administrator
Staples	Sales Associate	Computer networking
xx Medical Office	Secretary/Receptionist	Secretary/receptionist
Retail	Asst. manager	Teacher
Fannie Mae	Lifeguard	Sports medicine
J.C. Penney	Sales Person	Business

Appendix A: Employers, Job Titles, and Employment Goals of Fall 1999 Entering Students

Employer	Job Title	Employment Goal
Dominos	Shift Runner	Lawyer
County Government	Office assistant	Financial consultant
CVS	Pharmacy Technician (uncertified)	Graphic designer
TGI Fridays	Server	Computer engineering
		Art therapist
Wal Mart	Jewelry, sales associate	Telemarketing
Sears	Merchandise Pick-up	Game designer/programmer
Thomas Jefferson Public Library		
Giant	Seafood Dept.	Elementary school teacher
Atlantic Coast Airlines	Ramp Agent	Programmer
Doctor's Office	Filing Records	Doctor
Papa John's	Manager	Own a business
Restaurant	Helper	Computer graphics
Regal Cinemas	Supervisor/Projectionist	Vet (on horses)
Dept. of Justice	Computer Specialist	
Business	Meat cutter	Info systems technician
Federal Gov't.	Purchasing agent	Office management
	Travel Agent	Finance
Marriott Hotel	Cafeteria	Accountant
Olive Garden	Hostess	Computer information specialist
xx Mailing Service	Folding Machine Operator	Programmer
xx Enterprise	Clerk	Computer
Continental Service Inc.	Mail Sorter	Sorting envelopes
First VA Bank	Teller	Customer service
xx	Nails' Technician	Don't know
Look Klip	Hair Stylist	Work at the office or post office
Organization	Associate Director of Recruitment	
Manassas City Public Schools	Instructional assistant	Office organization
County of Fairfax	Automotive Mechanic II	Supervisor
Hollywood Video	Shift Supervisor	Computer programmer
xx Restaurant	Cashier	Undecided
xx Fitness club	Lifeguard/Daycare assistant	Aerobics teacher
US Airways	Admin Assistant	
Hechts	Beauty Analyst	National make-up artist
First Virginia Bank	Teller	Computer information systems
Babies R Us, Radio Shack	Sales Associate	Engineer
Silver Diner	Hostess	Translator
Army Navy Country Club	Waitress	Business administrator
Giant Food Store	Cashier	MIS
Restaurants Unlimited	Server	Physical therapist
Great Clips	Hairstylist	
US Army	Medical Specialist	Nursing

Appendix A: Employers, Job Titles, and Employment Goals of Fall 1999 Entering Students

Employer	Job Title	Employment Goal
J.C. Penney	Sales Associate	Own an advertising agency
Lake Ridge Pizzeria	Receptionist, Cashier	Meteorologist
Private Clients	Nursing Assistant	Nursing law
xx Pool company	Lifeguard	Not sure
Fannie Mae	Sales	
XX Sports Clubs	Sales Consultant	Regional sales manager
Giant Food	Cashier	Computer
xx Golf Course	Driving Range/Power Cart Attendant	Undecided
xx Bank	Data Processor Technician III	
xx County Schools	Press Operator	Own a print company
V.S.P.S. post office	Mail handler	
Dept. of Justice Executive Office for Immigration Revenue	Personnel Assistant	Social worker III/counselor
Government	Clerk	Counseling
Hecht Company	Cashier	Dental assistant
xx Associates Chartered	Secretary	Own a business
xx School Studios	Photographer/Salesperson	Self employed as a photographer
Builder	Administrator	Criminal law
xx Electronics	Electronics Technician	Engineer
Host Marriott/ TGI Fridays	SPG	Computer programmer
xx Bar and Grill	Server	
Aeropostale	Sales associate	
Bed Bath & Beyond	Sales Associate	Telecommunication
Creative Hairdresser	Hairstylist	Computer manager
xx Cruises	Accounting Clerk	Computer programmer
KFC Restaurant	Cashier	
J.C. Penney	Sales floor	Manager assistant
Bob Evans (Restaurant)	Waitress	Missions and personal trainer
Turner Framing Inc.	Picture Framer/Delivery Boy	Computer science/IT
NIA	Sales	Computer system operations
Structures	Sales person	Computer
Patriot Harley Davidson	Motor clothes sales	MIS
Brown's Buick Isuzu	Mechanic	Mechanical engineer
	Babysitter	Bookkeeper
Bennigans Grill and Tavern	Hostess	
Blockbuster Video	Part Time Manager	Art historian/archeologist
DIA	Intelligence Technician	
xx	Warehouseman	Music production
Metal Specialties	Welder	
P.W. Eatery & Desert	Waitress	Teacher

Appendix A: Employers, Job Titles, and Employment Goals of Fall 1999 Entering Students

Employer	Job Title	Employment Goal
F&M Bank	Teller	Parole officer
McDonald's		To work in hospital
xx Personnel	Receptionist	Journalist
Heart to Heart Inc.	Telemarketer	Own a business
xx Clothing	Assistant Manager	Work in the office
Zany Brainy	Cashier/Sales Associate	Pediatric nursing
Dominion Semiconductor	Mechanical Operator	Teach
Retail Store	Cashier	Hotel management
The Coffee Buzz	Cashier	Business administrator
Bertucci's	Server	
CVS Pharmacy	Sales Associate/Cashier	Nursing
USMC	Admin Clerk	Psychiatrist
xx Security Inc.	Customer Service	Network engineer
Company	Remote Access Admin.	
Loews Cineplex Entertainment	Projectionist	Doctor
Business	Hotel	
Home Depot	Cashier	Teach children
xx	Dry wall	Urban affairs
xx Retirement community	Maintenance/Mechanic	Electrical
GCI Inc.	Pulling cable	Computer technician
CIA	Secretary	Secretary
Newspaper	Lead Press Operator	HVAC technician
Crest Book Store	Salesperson	Graphic design/animation/computer systems
Burger King	Cashier	Nurse
First Virginia Bank	Teller	Industrial engineering
xx Commissary	Ass. Sales Store Checker Supervisor	Accounting
xx	Nanny	Teacher of deaf students
Woodbille Rehab	Certified Nursing Assistant	Registered nurse
Comp USA and Self Employed	Cashier and Baby Sitter	Police officer or shoe designer
Argenbright	Security	Teaching
xx	Cashier	Store manager
Roslyn Teacher center	Teacher Aide	Business administration
Friendly's Restaurant	Waiter	Secretary
Mt. Vernon Nursing	Foodservice	Computer specialist
Kirklands	Sales Associate	Elementary education
Central Parking Inc.	Attendant/Cashier	Accounting/bookkeeping
xx	Receptionist/Secretary	Working with computer at an office
Tower Club	Server	MIS
xx Associates Ltd.	Receptionist	Teacher
CVS Pharmacy	Shift Supervisor	Teacher

Appendix A: Employers, Job Titles, and Employment Goals of Fall 1999 Entering Students

Employer	Job Title	Employment Goal
Champs Sports	Sales associate	Psychology
McDonald's	Swing Manager	Accounting
Boeing Services	Heating, Ventilation, Air Conditioning Mechanic	Engineer
Old Navy	Sales Associate	Undecided
xx	Head Hostess (Trainer)	TV productions
National Auto Parts Association	Driver	Technician
xx Nursing Center	Ward Clerk	Psychologist
Household	Babysitter	
Stafford Co. Public Schools	Paraprofessional/ Childcare provider	Own a business
CVS	Shift Supervisor	Teaching/ veterinary medicine
JSC Services	Laborer	Military
xx Corp.	Associate Support Engineer	Programmer/ IT administration
Sears Shoe Department	Sales Person	Have my own business
xx (retail)	Supervisor	RN
xx Employment	General Office Work	Administrative
Painting Company	Painter	Flight attendant
Bloomingdales	Sales	Radio broadcasting
US Air Force	Clerk	Behavioral studies
Marriot	Waitress	Translator
The Sports Authority	Cashier/Customer Service	Work in courts
CVS Store	Stock Clerk/Cashier	Work in the bank or something that has to do with computers.
Fairfax County	Acct clerk	
Dentist	Dental Assistant	Pediatric dentist
xx	Line cook	
Giant Food Inc.	Pharmacy Stock Helper	Animation designer
Blockbuster Video	Customer Service Rep.	Medical research
xx Deli	Asst. Manager	Lawyer
xx Restaurant	Parking Attendant	Working with people
BSKB	Clerical	International business
The Fairfax	Nursing Assistant	Coding, medical transcription, medical billing
Levi's & Docker Outlet	Sales Associate	Undecided, may be lawyer
Fresh Field Whole Food Inc.	Baker	Nursing
Costco	Service Assistant	Managing a company
Copy Doctros, Inc.	Customer Service Rep.	Graphic artist
Wet Seal Inc.	Sales Associate	Cosmetologist
Pizza Hut	Delivery	MIS
Data company	Sales Administrator	Web designer
xx Manufacturing	CAD Operator/Design	Electrical engineer
Business	Wal Mart	own my own business

Appendix A: Employers, Job Titles, and Employment Goals of Fall 1999 Entering Students

Employer	Job Title	Employment Goal
Crestar Bank	Teller	Business man
Deck the Walls	Framer/Cashier/Sales Associate	Management information systems
JoAnn Fabrics		
Carlton Cards	Sales Associate	Novelist
Staples Communications Company	Admin Coordinator	Accountant
	Hoteling Coordinator	Program writer
American Café	Server	Open an automotive repair
Dr. xx and Associates	Orthopedic Technician	Bio engineer
Linens-n-Things	Cashier	
xx Family Practice	Medical Assistant	RN
ACCOSTAFF	Secretary	Accounting clerk
Family Christian Stores		
Domino's Pizza	Shift Runner/Insider	High school English teacher
xx	Maintenance	Biologist
Michael's	Cashier	
UPS	Clerk	Neurosurgeon
Party City	Cashier	Accountant
Argenbright Security Inc.	Security Monitor	RN
Sheetz	Cashier	Engineering
Kohl's	Cosmetics Associate	Graphic artist
The Home Depot	Cashier	Auditing/accounting
xx County (DPW)	Trade Worker II	Work in the computer field
Nauti Body Fitness Center	General Staff	Trainer
Teleglobe	IT Technician	Network design
xx (lawyer)	Assistant - I do paralegal work and filing	Work in a lab as a biochemist
Federal Children's Center	Take care of kids	Elementary school teacher
HR Block	Tax Preparer	Office assistant
xx Public Schools	Assistant in the Office of Instructional Media and Technology	Child developmental specialist
Shoppers Food Warehouse	Cashier/Accountant	Finance/accounting
	Live-in child care giver	Start with secretary
U.S. Postal Service	Mailhandler	Accountant
Kay Jewelers	Office Assistant	Undecided
Prince William County Gov.	Sr. Secretary	Administrative assistant
Mykonos Grill	Host/Waiter	Computers
xx Academy and Glotia jeans	Teacher	Child psychology
xx	Child Care	Accountant
xx (auto dealer)	Accounts Payable Administrator	
	Nanny	Marketing manager
Professional firm	Civil Eng., CAD Operator	Software game design
Arlington Public Schools	Bus Driver	don't know

Appendix A: Employers, Job Titles, and Employment Goals of Fall 1999 Entering Students

Employer	Job Title	Employment Goal
Fire Rescue Dept.	Fire fighter	
Food Lion	Cashier	
United Bank	Teller	Nurse
Hoffman Management	Custodian	MIS
K-Mart	Cashier	Painting, fashion designer
xx Security Services	Private Security Officer	Network engineering
Restaurant Business	Waitress	Hotel or restaurant management
Best Buy	Merch. Specialist	Supervisor
Sheraton Suites Hotel	Room Service	Computer
Au Bon Pain	Cashier	Computer work
xx Hair Salon	Receptionist	Vet to marine animals
Wendy's	Cashier	Bookkeeper
Business	Cashier	
Jason Park (Business)	Cashier	
Argenbright Security	Security Officer	Counselor
US Navy	Officer 2nd class	Business manager/administrative assistant
Trak Auto	Parts Specialist	Undecided
Learningsmith	Cashier	Pediatric nurse
Children's World Learning Center	Lead Teacher	Social work or advancement
Old Navy	Sales Clerk	Mechanical engineer & technologist
Crown American Hotels	Bouquet Server	Graphic designer
Century 21	Real Estate Salesperson	
First Continental Mortgage, Inc.	Post closer	
xx Display	Repair Specialist/Inventory Clerk	In communication field
Century	Admin Assistant	
xx Printing Co and Shoppers Food Warehouse	Accounts Payable Clerk and Bookkeeper	Accounting
J.C. Penney	Cashier	
The Crab House	Waiter	
xx Academy	Caregiver	Business
		Undecided
Sears - 1023	Replenishment	Computer systems analyst
Olive Garden	Server	Computer engineer
FBI	Writer	Promotion as writer
Jiffy Lube	Lube Tech	Automobile
xx Restaurant	Event/Banquet Coordinator	Actress
US Army	Personnel Sergeant	Something with people (helping)
K-Mart	Cashier	Doctor
Radio Shack	Sales Associate	Sales associate
	Cashier	Work in the office

Appendix A: Employers, Job Titles, and Employment Goals of Fall 1999 Entering Students

Employer	Job Title	Employment Goal
Business	Office Manager	Networking
Business	Sale Associate	Computer related
Food Lion	Cashier	
Kindercare	Teacher	
Military Assoc.	Printing Pressman	
Kaiser Permanente	Pharmacy Technician	Emergency medicine
xx Animal Hospital	Receptionist	Psychiatry or social work
Our Small World Day Care		Computer
xx Inc	Facility Engineer	Self employed
Worthington's	Sales Associate	Business management/owner
Childtime	Caregiver	Fashion marketing
xx Electric Inc.	Electrician	self employed
Allstate Insurance	Agency Producer	Own an insurance agency
Wendy's Restaurant	Cashier	Teller
Bostonian	Customer Associate	Accounting, business marketing
Vicente Landscape Service	Labor	Outside
xx Inc.	Executive Assistant	Not sure
US Marine Corps	Unit Diary Clerk (Secretary)	Something in economics
Riggs Bank	Administrative Assistant	Assistant manager
xx Corporation	Acquisition Intern	Computers, networking and web page design
xx Group	Exhibit Service Coordinator	Account executive
Nautica Inc.	Sales Associate	Accountant or CPA
Toys R Us	Cashier	Computer programmer
xx Hair Salon	Salon Coordinator	Lawyer
Gantos	Sales Associate	Social worker
xx	Customer Service/Cashier	Psychology
xx Law offices	Admin. Assistant	Lawyer
xx	Carpenter	Accountant
Marshals	Loss Prevention Detective	News reporter/communications
Business	Pharmacy Clerk	Substance abuse counselor
IKEA	Cashier	
US Army	Soldier	Psychologist
J.C. Penney	Co-Worker	Administrative assistant
Restaurant and INOVA Rehab.	Waitress and Assistant	Firefighter (professional)
Pea in the Pod	Sales associate	
Sports Authority		Law enforcement (DEA)
Vance International	Security Officer	Law enforcement
xx Publisher	Production	
Outback Steak House	Server, Maintenance Worker	Business
USMC	Section Chief	

Appendix A: Employers, Job Titles, and Employment Goals of Fall 1999 Entering Students

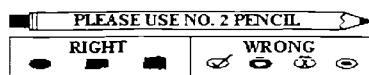
Employer	Job Title	Employment Goal
Papa John's Pizza	Shift Manager	Professional artist
La Petite Academy	Teacher/Assistant in Management	Director for children center
xx	Assistant Manager	Unknown
xx	Systems Inspector	System engineer
Express	Fashion Rep	Psychologist
FCPS	Bus driver	Clerical
Business	Rehabilitation Aide	Radiography
xx Country Club	Pro Shop Attendant	Law
xx Craft, Inc.	Programmer	Software engineer
Shuman's Bakery	Cashier	RN
Federal Credit union	File Clerk	Work with computers
Patent and Trademark Office		Paralegal
Linens N Things	Bedding Specialist	Information technology – computer programmer
Kaiser Permanente	Medical Assistant	RN at Kaiser
xx Animal Hospital and Daman's	Veterinary Assistant and Server/Hostess	Be a biologist or veterinary technician
Lens Crafters Tyson's Corner Gallery	Surface Tech.	Interior decorating
Toys R Us	Customer Pick-up Associate	Business
Crest Cleaners	Cashier/tagger	Private ski instructor and own a bar or café
Bookstore	Bookkeeper	Working with computers
Kohl's	Shoes Associate	Horse breeder
CVS pharmacy	Cashier	Elementary school teacher
US Navy	Recruiter in Charge	Sales and marketing
Yellow Cab	Taxi Operator	Undecided
xx International	Assistant Accountant	Finance
Crestar Bank	Teller	Advertising, marketing
USDA	Secretary Clerk	
Children's World Learning Center	Teacher	Lawyer
Gymnastics Is Fun	Gymnastics Coach	Own a gymnastic training center
Burke Amoco	Cashier	
Ross Dress for Less	Retail Associate	Internship in a computer graphic/design
Wendy's	Crew Shift	With computer
May Co. at Hecht's	Sales Clerk	Work with computers and telecommunications
Company	Filer	IST-networking

APPENDIX B

NORTHERN VIRGINIA COMMUNITY COLLEGE
Office Of Institutional Research
Entering Student Survey

*** CONFIDENTIAL SURVEY ***

HOW TO FILL OUT THIS SURVEY:



Use a dark pencil or pen. To mark an answer, color in the circle next to the response of your choice. Do NOT mark answer with a check and do NOT circle it. After you have answered all the questions, please return this survey to NVCC using the pre-paid return envelope. This survey should take about ten minutes to complete.

Part I: Educational Background

1. What was your purpose in entering Northern Virginia Community College (NVCC)? (Mark only ONE.)

- No definite purpose in mind
- To take a few courses for self-improvement
- To take a few job-related or job required courses
- To take courses necessary for transferring to a 4-year college or university
- To obtain or maintain certification
- To obtain an Associate degree
- Other

2. What is the highest academic degree you intend to obtain?

- None
- Certificate
- Associate degree
- Bachelor's degree
- Master's degree
- Professional degree (MD, JD, etc.)
- Ph.D and/or Ed.D

3. Indicate your high school grade point average (GPA).

- less than 1.00
- 1.00-1.99
- 2.00-2.99
- 3.00-4.00

4. Do you feel you need any special tutoring in any of the following subjects? (Mark all that apply.)

- English
- Reading
- Mathematics
- Social Studies
- Science
- Foreign Language

5. Why are you enrolled in your current course(s)/program?

- To meet requirements for my chosen occupation
- To advance in my current job
- To develop my computer/tech skills
- To increase my earning power
- To develop my mind & intellectual abilities
- To study new & different subjects
- Parents and/or relatives wanted me to continue my education
- To make career change
- Required by employer
- Needed to enter work force after major life change (divorce, job loss)

6. From which source did you learn the most about the College before enrolling here? (Mark only ONE.)

- Newspaper
- Television/radio
- World Wide Web/Internet
- Current/prospective employer
- Co worker
- catalog/brochure/flier
- school teacher/counselor
- and/or friend

7. Indicate whether any of the following were reasons for selecting this college. (Mark all that apply.)

- Convenient location
- Offered courses I wanted
- Low cost of attending
- Could work while attending
- Good vocational or academic reputation
- Good chance of personal success
- Availability of scholarship or financial aid
- Advice of family and/or friends
- The College offers special educational programs
- Not accepted anywhere else

8. Presently, what is your primary goal in attending Northern

- Transfer to a four-year college/university
- Career training to enter the work force
- Improvement of job skills
- Personal enrichment

9. Do you intend to return to NVCC for the Spring 2000 semester?

- Yes
- No
- Don't Know

10. What is your overall impression of the quality of

- Excellent
- Good
- Average
- Below Average
- Poor
- No Opinion

Leave Blank

Part II: Assessment of Current College Experience

11. Please rate each of the items below by filling in only ONE oval for each question.

College Services:

Excellent Good Average Below Average Poor Did Not Use

Career & Educational Planning services
 Personal Counseling
 Course & Program Advisement
 Testing Lab services
 Learning Lab services
 Writing Lab services
 Computer Labs & facilities
 Registration services
 Availability of the courses you want at times you can take them
 Billing and fee payment procedures
 Financial Aid services
 Student activities
 Campus security services
 E-mail
 College catalog/Schedule/admission publications

Facilities:

Excellent Good Average Below Average Poor Did Not Use

Services for students with disabilities
 Maintenance & Custodial services
 Classrooms
 Science & Lab equipment
 Parking
 Cafeteria
 Physical Access
 Bookstore

Instruction:

Excellent Good Average Below Average Poor No Basis to Judge

Quality of instruction in your courses
 Out of class availability of your instructors
 Attitude of teaching staff toward students
 Variety of courses offered at NVCC
 Class size relative to type of course
 Flexibility to design your own program of study
 Availability of your faculty advisor
 Value of the information provided by your counselor

Learning Experience:

Excellent Good Average Below Average Poor No Basis to Judge

Helping to Write Effectively
 Helping to Speak Effectively
 Helping to Understand Mathematics
 Helping with the Technical Knowledge in Your Area of Study
 Helping to Understand Fundamental Scientific Concepts

General

Excellent Good Average Below Average Poor No Basis to Judge

Concern for you as an individual
 Attitude of the non-teaching staff toward students
 Racial harmony at this college

Part III: General Background

12. Who lives with you? (Mark all that apply.)

- ☐ I live alone
- ☐ Spouse/partner
- ☐ Parent(s) and/or brother(s)/sister(s)
- ☐ Friend(s)/roommate(s)
- ☐ My child(ren)/stepchild(ren)
- ☐ Other relative

13. Do you have a personal computer at home?

- ☐ Yes
- ☐ No

14. How often do you use the Internet or World Wide Web?

- ☐ Never
- ☐ Several times per year
- ☐ Once a month
- ☐ Once a week
- ☐ Several times per week
- ☐ Daily

15. Which is the highest level of education attained by your: (Mark ONE in each column.)

Mother

Father

- ☐ Less than high school diploma
- ☐ High school diploma or GED
- ☐ Some college, no certificate or degree
- ☐ Vocational/technical certificate
- ☐ Associate degree or other 2-year degree
- ☐ Bachelor's degree
- ☐ Master's/doctoral/professional degree

16. Who pays for your classes at NVCC? (Mark all that

- ☐ My own income/savings
- ☐ Spouse's/partner's income/savings
- ☐ Parent(s) income/savings
- ☐ Employer contributions
- ☐ Student financial aid (grants, scholarships, & direct college loans)
- ☐ Other loans (bank, etc.)
- ☐ Public assistance
- ☐ Other (Specify.)

17. How far from NVCC (the campus where you are taking most or all of your classes) do you currently live?

- ☐ Less than 1 mile
- ☐ 1-5 miles
- ☐ 6-10 miles
- ☐ 11-20 miles
- ☐ 21-40 miles
- ☐ Over 40 miles

18. Who is (are) the MAJOR wage earner(s) in your household? (Mark all that apply.)

- ☐ Self
- ☐ Spouse/partner
- ☐ Parent(s)/guardian(s)

19. For the most recent year, what was the total annual

- ☐ less than \$20,000
- ☐ \$20,000-\$39,999
- ☐ \$40,000-\$59,999
- ☐ \$60,000-\$74,999
- ☐ \$75,000-\$99,999
- ☐ \$100,000 or more

20. Is English your native language?

- ☐ Yes
- ☐ No

21. What is your current occupational status?

- ☐ Full-time employment (35 or more hours a week)
- ☐ Part-time employment (less than 35 hours a week)
- ☐ Unemployed but actively seeking employment
- ☐ Unemployed and not actively seeking employment

***If you are currently employed, please continue with Section IV.
If you are unemployed, skip Section IV and please give any
comments or suggestions on the bottom of the next page.***

Part IV: Employment Background

22. Do you consider yourself to be primarily a student or

- ☐ A student ☐ An employee/worker/self-employed

23. For how many years have you held your current primary job?

- ☐ Less than 1 year
☐ 1-2 years
☐ 3-4 years
☐ 5-10 years
☐ More than 10 years
☐
☐

24. Indicate the number of hours per week you are currently employed.

- ☐ 0
☐ 1 to 10
☐ 11 to 20
☐ 21 to 30
☐ 31 to 40
☐ 41-50
☐

25. Who is your employer (e.g., business or organization)?

26. What is your job title?

27. What is the job you would eventually like to do?

28. What is your annual gross income before deductions?

- ☐ \$9,999 or less
☐ \$10,000-\$19,999
☐ \$20,000-\$29,999
☐ \$30,000-\$39,999
☐ \$40,000-\$49,999
☐ \$50,000-\$59,999
☐ \$60,000 or more

29. During which of the following times do you typically work at your PRIMARY job? (Mark only ONE.)

- ☐ Weekdays (e.g., 8 AM - 4 PM or 9 AM - 5 PM)
☐ Evenings (second shift)
☐ Weekends
☐ Other

30. For which of the following does your employer pay? (Mark all that apply.)

- ☐ Employer does not pay for any education/training expenses
☐ All of tuition
☐ Part of tuition
☐ Books and material
☐ Transportation
☐ Dependent care
☐ Other

31. Comments and suggestions. (Please write any comments or suggestions you have for College administrators.)

NORTHERN VIRGINIA COMMUNITY COLLEGE

COLLEGE MISSION AND GOALS

The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifelong educational opportunities.

To achieve this mission, the following strategic goals for 1999-2001 are established:

- I. Sustain and Strengthen Academic Quality and Teaching Excellence.
- II. Enhance the Quality of Services to Students.
- III. Expand the Integration of Technology in Instruction and Administration.
- IV. Increase Access to College Programs and Services.
- V. Improve the Quality of Institutional Communication.
- VI. Strengthen Programs That Help Build a World Class Workforce.
- VII. Promote Responsiveness to Diversity of Students and Employees.
- VIII. Strengthen and Develop Additional Linkages with Community Groups.
- IX. Integrate College Planning and Facility Requirements.
- X. Enhance the Overall Wellness of Our Working and Living Environments.



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EMPLOYMENT EXPERIENCE OF NVCC ENTERING STUDENTS:
FALL 1999

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Publication Date:

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